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ABSTRACT

In 1985, the Office of Student Affairs (OSA) at Arizona State University offered 10 major categories of services to students. Its austere budget allocation was noted as a significant obstacle to an increase in its professional office staff; this led to a concern that the provision of student services was not being optimized. A study was conducted by the OSA to formulate and test two hypotheses: (1) that the overall quality of services provided by the OSA is not a function of the sex of student clients or the prior use of student services by clients receiving services; and (2) that the quality of each of the 10 major services provided by the OSA is not a function of the sex of student clients or the prior use of student services by clients receiving services. A sample of 500 students was selected from the population of students using OSA services, and data were collected through a mailed survey questionnaire. It was found that one-half of the services offered were very lightly used. Recommendations are as follows: lightly used services should be evaluated to determine whether to retain them, and the availability and nature of the services retained should be publicized. Generally, it was found that female student clients rated the services higher than males, so it was recommended that each of the individual services be evaluated to determine if the service is structured with a bias against males. Since prior users tended to rate the services higher than did first-time users, it was recommended that OSA review its operating policies with a view toward making the initial visit by a student a positive experience. Contains 25 references. (Author/SM)

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A STUDY TO DETERMINE HOW THE OFFICE OF STUDENT AFFAIRS CAN BETTER SERVE THE STUDENT POPULATION AT ARIZONA STATE UNIVERSITY AT TEMPE

APPLIED RESEARCH AND EVALUATION SEMINAR

by
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CLUSTER, Phoenix

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

January, 1986

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PRACTICUM PROPOSAL CHECK SHEET

1. Name of Student: Charles R. Campbell

   Cluster: Phoenix Date: February 1985

2. Job Title: Coordinator Environmental Health, ASU - Instructor, Evening Faculty - Phoenix College

3. Title of the Practicum: How the office of Student Affairs can better serve the student population at Arizona State University

4. What change in the institution or organization is proposed?

   Information gained from survey should help University Officials in office of Student Affairs render better services for the student population at the University

5. Where will the practicum be carried out?

   Institution: Arizona State University

   Department: Office of Student Affairs

6. Does the design contain criteria for measuring the results of the Practicum? Yes

7. What are the required inputs?

   a. Estimated number of hours to complete the practicum, and by whom?

      120 hours (estimated)

   b. Are needed facilities and other means available? Yes

      1. If the performance of the practicum requires prior approval from a superior, has such approval been secured? Yes

   c. When (date) will the practicum be started and when (date) is it expected to end? January 1985 - March 1985 (approx)

ABSTRACT

In 1985, the office of Student Affairs at Arizona State University offered 10 major categories of services to the student population. Although the range of services offered was extensive, the austere budget allocation for the Office of Student Affairs was a significant obstacle to an increase in the professional staff for the office. This led to a concern among existing staff members that the provision of student services was not being optimized. It was desired to identify and define intervention strategies, the implementation of which would lead to improvements in the delivery of services by the Office of Student Affairs.

Two hypotheses were formulated and tested in the study. They were stated as follows:

1. Hypothesis One: It is hypothesized that the overall quality of services provided by the Office of Student Affairs is not a function of: (a) the sex of student clients; (b) the prior use of student services by client receiving services.

2. Hypothesis Two: It is hypothesized that the quality of each of the 10 major services provided by the Office of Student Affairs is not a function of: (a) the sex of student clients; (b) the prior use of student services by clients receiving services.

Using random procedures, a sample of 500 students were selected from the population of those students using the services of the Office of Student Affairs. Data were collected through the administration of a survey questionnaire to members of the sample. The survey questionnaire was administered by mail.

For the most part, the statistical analyses rejected the hypotheses holding that student evaluations of services provided by the Office of Student Affairs were not related to either (1) the sex of the student, or (2) prior experience by the student with the services provided by the office. Hypothesis two concerned evaluations of the specific services offered by the Office of Student Affairs. The hypothesis was accepted with respect to health services and registration information services, in connection with both the sex of the client and the prior experience factor. The hypothesis was rejected with respect to both educational support services and counseling services.

The research found that one-half of the services offered by the Office of Student Affairs were very lightly used. Therefore, it was recommended that: (1) the lightly used services be evaluated with a view towards determining the desirability of their retention and (2) an evaluation of each of the individual services (with the exception of health services) be conducted to determine if the service is structured with a bias against males.

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Chapter 1

PURPOSE

In 1985, the Office of Student Affairs at Arizona State University offered 10 major categories of services to the student population. These service categories were (1) services to adult reentry students, (2) services designed to foster leadership development, (3) health services, (4) legal assistance services, (5) mentoring services, (6) educational support services, (7) registration information services, (8) career services, (9) counseling services, and (10) educational development services. Although the range of services offered was extensive, the austere budget allocation for the Office of Student Affairs was a significant obstacle to an increase in the professional staff for the office.

The inability to increase the size of the professional staff led to a concern among existing staff members that the provision of student services was not being optimized. The principal concerns in this context were that (1) student waiting times for service delivery are excessive, and (2), once in programs, students were rushed through them prematurely to make space for others. Members of the existing staff believed that the failure to add to the professional staff, together with the attendant problems, contributed to the creation of a negative image,

among students, for the Office of Student Affairs. In the absence of increased budgets permitting an increase in the size of the professional staff, it was desired to identify and define intervention strategies, the implementation of which would lead to improvements in the delivery of services by the Office of Student Affairs.

The concerns of the existing staff members of the Office of Student Affairs were not based upon empirical data reflecting the perceptions and opinions of the student population towards the office. The concerns were, rather, based upon a mixture of staff conjecture and information received through informal personal conversations between staff and some students. Before resources were committed to the design and implementation strategies, it was deemed desirable to scientifically assess the opinions and perceptions of the student population towards the Office of Student Affairs. The problem area addressed through this practicum involved the:

1. Development of empirical data reflecting the opinions and perceptions of the student population towards the Office of Student Affairs.

2. The evaluation of the data collected with respect to the opinions and perceptions of the student population towards the office of Student Affairs.

The absence of empirical data reflecting the opinions and perceptions of the student population towards the office of Student Affairs dictated against the

formulation of directional hypotheses. Thus, the hypotheses formulated for and tested through this practicum were stated in the null form. The two hypotheses formulated and tested were stated as follows:

1. Hypothesis One: It is hypothesized that the overall quality of services provided by the Office of Student Affairs is not a function of:

    a. The sex of student clients.

    b. The prior use of student services by client receiving services.

2. Hypothesis Two: It is hypothesized that the quality of each of the 10 major services provided by the Office of Student Affairs is not a function of:

    a. The sex of student clients.

    b. The prior use of student services by clients receiving services.

Chapter 2

RESEARCH

There had been no previous investigation of the opinions and perceptions of the student population towards the Office of Student Affairs at Arizona State University. Thus, there existed no research directly applicable to the problem investigated through this practicum. There was, however, a wide body of literature related to the conduct and use of opinion and attitude research. This body of literature was relevant to the practicum purpose.

Approaches to Opinion Research

Sears, Freedman, and Peplau (1985) defined opinion as an attitude toward any given object, idea, or person, or as an "orientation" possessed of cognitive, affective, or behavioral components. These components were defined as follows:

> The cognitive component consists of all the cognitions the person has about that particular object--the facts, knowledge, and beliefs concerning the object. The affective components consist of all the person's affects or emotions toward the object, especially evaluations. The behavioral component consists of the person's readiness to respond or tendency to act regarding the object (Sears, Freedman, and Peplau, 1985:133).

McGuire (1969) and others suggested that attitude and opinion may be used interchangably. This suggestion was based upon the ways in which attitudes and opinions are

formed and developed. There are several schools of thought as to such formation and development. One school of thought emphasizes the role of learning mechanisms in the formation and development of attitudes/opinions. This approach holds that humans acquire, through learning mechanisms, information about an opinion-object, as well as feelings and values associated with the opinion-object (Berkowitz, 1972). The learning mechanisms approach is illustrated by an individual's opinion of dogs, which learning theorists would hold was formed upon the indiviudal's personal experiences with the animals.

Another school of thought emphasizes incentive theory (Greenwald, 1968; Petty, Ostrom, and Brock, 1981). Incentive theory holds that: (1) attitudes are formed through a cognitive evaluation of the positive and negative characteristics associated with an opinion-object; and (2) the relative strength and number of positive and negative characteristics contribute to the character of the overall attitude/opinion.

Yet another school of thought emphasizes a consistency approach in the formation and development of attitudes/opinions. Deaux and Wrightsman (1984) hold that attitude/opinion formation arises from the human need to seek consistence among cognitions. Closely related to the need for consistency among cognitions is the premise that attitudes/opinions are associated with behaviors. In this context, Deaux and Wrightsman (1984) stated that,

> It is usually assumed that behavior arises from attitudes, but considerable research questions how consistent the two are with each other. Now it appears that behavior is consistent with attitudes only under certain conditions: strong, clear, specific attitudes, with no conflicting situational pressures (1984:163).

Strength and Stability of Attitudes/Opinions

An important body of literature existed relevant to the strength and stability of attitudes/opinions. The strength of attitudes/opinions is a function of consistency (Deaux and Wrightsman, 1984). One illustration of this function is found among American voters. When individuals engage in split-ticket voting, it is a manifestation of inconsistency, related to weak initial attitudinal preferences (Kelley and Mirer, 1974).

Attitude/opinion strength is also a function of the frequency of expression or practice of the attitude/opinion in question. Fazio, Chen, McDonel, and Sherman (1982) hold that the more frequently one thinks about one's attitude/opinion, the more conforming is one's behavior with that attitude/opinion. Further, when one experiences the effects of an attitudinal issue (such as a housing shortage), one's attitudes toward the issue become stronger (Regan and Fazio, 1977).

A third factor influencing attitude/opinion strength is the extent to which one has or feels a vested interest in an attitude-object. Sievacek and Crano (1982) found that a ballot proposition to raise the legal drinking age in

Michigan to 21 from 18 generated an unusual level of activity on the part of individuals included in the affected age group.

In the context of stability, attitudes/opinions tend to change over time, and behavior tends to change along with them (Kelley and Mirer, 1974). There are factors, however, which may interfere with the attitude-behavior relationship. When situational pressures are strong, as an example, attitudes/opinions are less likely to determine behavior (Andrews and Kandel, 1979). An illustration of interference from situational pressures may be found in instances where teenagers engage in marijuana use under strong peer pressure, even when they hold no positive attitudes towards the substance (Andrews and Kandel, 1979).

Attitudes/opinions also vary, at times, from situation to situation. Schlegel, Crawford, and Sanborn (1977) found that the attitudes of teenagers towards the consumption of alcohol were (1) influenced by the attitudes of friends, when at parties for teenagers, and (2) influenced by the attitudes of parents, when at home.

Administration's Need for Information on Attitudes

Individuals within any group may well perceive the intentions and actions of administrators and counselors in different ways. On the one hand, one individual may perceive something differently from the way it is perceived

by another individual. For organizations, however, perceptions become significant when a significant proportion of the members of the organization or of the organization's client group perceive a policy or an action differently from (1) the way administration intended for it to be perceived, or (2) the way management thought it had been perceived (Likert, 1967). The problem of "misperception is a threat to the coordination which is the heart of administration" (Daley, 1984:345). Perceptions may vary according to a wide variety of factors, such as ethnic group, sex, and many others (Daley, 1984).

The facts that (1) perceptions may vary among the members of an organization or among an organization's client group, and (2) misperceptions may be harmful to an organization justify administration's need for information concerning such perceptions. These facts do not justify the effectiveness of attitude surveys in the gathering of such information.

Collecting Attitudinal Information

The collection of information relating employee or client group attitudes is a part of the organizational communications function, whether the attitudinal information is collected through the use of a survey or by some other means. Objective and descriptive feedback is required by administration from subordinates and from client groups on a variety of concerns which are affected by attitudes (Dyer,

1984). The use of attitude surveys to elicit such feedback is probably the most efficient of the means available (Dyer, 1984). It is also the most effective means of collecting objective data, because the feedback can be without attribution (Dyer, 1984).

A 1984 study found that the attitude survey is the most effective means of developing information relative to attitudes concerning work values and performance evaluation (Elizur, 1984). Another study conducted in 1984 found that the attitude survey was the preferred means of developing attitudinal information on a wide variety of concerns (Worcester, 1984).

Information developed through the conduct of attitudinal surveys may be used by administration to (1) focus on problem areas, and (2) implement corrective action (Daley, 1984). Contemporary authorities recommend the establishment of procedures by organizations for the conduct of periodic attitudinal surveys (Lederer, 1984).

Educational Administration

As has been true for administration and management in most fields, there has been a long and continuing discussion in the literature as to whether educational management is an art or a science (Wilson, 1984). Most of the earlier definitions of administration and management emphasized "art," and tended to assume that leaders were born and not made. The administrative and management

revolutions of the 1960s and 1970s moved the emphasis to "science." In the 1980s, most definitions recognize (either overtly or implicitly) that an effective administrator or manager must blend elements of both art and science in the discharge of their responsibilities.

Definitions of educational administration have also ranged from the inclusive type to the restrictive type (Wilson, 1984). In the inclusive type of definition, all possible professional responsibilities of the educational administrator and all necessary personal characteristics are included in the definition. In the restrictive type of definition, an attempt is made to reduce educational administration to little more than a school-keeping task (Wilson, 1984). Obviously, an effective and useful definition of educational administration will fall somewhere between these extremes.

The simple definition of educational administration is to say only that it is "getting a job done in a school or a school system" (Wilson, 1984:8). Obviously, this definition is neither effective nor useful. In 1959, the following definition of educational administration was offered:

> it is . . . the activity that concerns itself with the survival and maintenance of an organization and with the direction of the activities of people working within the organization in their reciprocal relations to the end that the organization's purposes may be attained (Wilson, 1959:42).

This definition was termed oversimplified by one educational theorist (Wilson, 1984). Yet, the definition

did provide a basis for "selecting the functions" to be performed by the educational administrator (Wilson, 1984:29). A more complex definition of educational administration was offered by the American Association of School Administrators in the early 1960s. This definition said that educational administration is

> purpose; it is organization; it is a group of people with their leaders at work in a situation where the prevailing social philosophy is democracy and where government is responsive to the will of the people (American Association of School Administrators, 1963:127).

This definition was quite complex, and it permitted educational administration to be viewed from several perspectives. In one sense, educational administration could be viewed as the executive core of a school or school system. In a somewhat broader sense, it could be viewed as a school board or a board of regents discharging their responsibilities. In a very broad sense, it could be perceived as

> the people in a state or local community exercising their political powers in a free democratic government to shape the institution of public education, to give it character and substance, and to use this instrument of their own creation to serve a common need (Wilson, 1984:28).

This definition, in all its complexity, proved to be too inclusive to be truly effective and useful. A 1970s definition began to bring the function of educational administration back into perspective. This definition held that educational administration is "describing, explaining, analyzing, and predicting organizational phenomena and human

behavior as they relate to the accomplishment of organizational goals" (Sergiovanni and Carver, 1974:2). While this definition was generally a good one, it did tend to emphasize the "science" component of educational administration at the expense of the "art" component. To a great extent, science and art were placed in balance in the following definition offered in 1984:

> Educational administration is the coordination of forces necessary for the good instruction of all children within a school organization into an orderly plan for accomplishing the unit's objectives, and the assuring of their proper accomplishment (Wilson, 1984:9).

This definition included all "forces" necessary, without specifying the forces. This approach is good, in that it does not tie an administrator to specific tasks. Depending upon the organization and upon its educational objectives at different times, an administrator will be required to emphasize different factors and resources at different points in time. This definition was also commendable, in that it addressed the necessity to assure that educational objectives were accomplished. The weaknesses of this definition were that (1) it did not specify the forces with which an administrator must come to grips (not withstanding the fact that all such forces will not receive equal emphasis in all situation), and (2) it tied educational administration to primary and secondary education through the inclusion of the word "children" in the text.

A more effective and useful definition of

educational administration is as follows: educational administration is organizing, directing, and coordinating of the human, physical, and financial resources, and the motivating of the human resources provided in a way which insures the accomplishment of an organization's educational, fiscal, and community-related objectives in an optimal manner. This definition encompasses all facets of educational administration, but it does not tie the hands of an administrator by dictating levels of emphasis for specific tasks or functions.

Synthesis and Strategy

The literature indicated that the nature of attitudes/opinions, their formation and development, and their strength and stability are complex and may be affected by a wide variety of factors. The investigation of the attitudes/opinions of the student population at Arizona State University towards the university's Office of Student Affairs can contribute to the body of knowledge on attitude/opinion research, as well as to an evaluation of the need for and desirable character of intervention strategies for the office.

A major assumption underlying the research performed through this practicum was that student attitudes/opinions of the quality of the services provided by the Office of Student Affairs reflect the actual quality levels of such services. This assumption and the research approach based

on this assumption was supported by the literature. A further assumption was that student attitudes/opinions are related to the characteristics and behaviors of the students. This assumption was supported by the literature, and it served as the basis for the testing of hypotheses relating attitudes/opinions to (1) the sex of respondents, and (2) the use of student services by respondents.

Chapter 3

METHOD

Data were collected from a sample of the Arizona State University student population. The student population was defined as all non-handicapped, day students attending the university during the fall quarter in 1985. Night students were to be excluded from the population because they may have been less inclined to avail themselves of the student services offered by the Office of Student Affairs. Handicapped students were excluded from the population because of potential difficulties associated with data collection.

Using random procedures, a sample of 500 students was selected from the population. Names and locations of students in the defined population were obtained from the University Directory and Records Office. Students were contacted to obtain their consent to participate in the study. Students were contacted until a total of 400 agreed to participate in the study. The intent of this procedure was to assure that a minimum of 200 students would respond to the data collection questionnaire. As it happened, 307 usable questionnaires were returned from 416 students who agreed to participate in the research.

Data were collected through the administration of a survey questionnaire to members of the sample. The survey

questionnaire was administered by mail. Packets were mailed to each participant. The packets contained (1) an explanatory letter, (2) the survey questionnaire, and (3) a stamped and addressed return envelope. Respondents were requested to return completed questionnaires within two weeks of receipt.

The survey questionnaire sought information concerning (1) the respondents and (2) their attitudes/ opinions towards the services offered and provided by the Office of Student Affairs. Information sought about respondents was limited to (1) sex classification and (2) prior record of use of student services provided by the Office of Student Affairs. Attitudes/opinions were sought with respect to the quality of services delivered by the Office of Student Affairs. Each of the 10 service categories were listed on the questionnaire. Respondents were asked to rate service quality in each of the 10 areas on a five-point Likert-type scale ranging from "Extremely good" (5) to "Extremely poor" (1). Lastly, respondents were asked to rate the overall quality of services provided by the Office of Student Affairs. This overall rating was rated upon the Likert-type scale described above.

A 40-to-60 percent response rate was required to assure that findings were not distorted by a concentration of individuals in the sample with extreme positions (Best, 1981). Responses from 307 students out of 416 who agreed to participate in the research provided a response rate of 73.8

percent.

Data collected through the use of Likert-type scales may be considered to be equal-interval data (Lapin, 1980; Linton and Gallo, 1975). A two-way analysis of variance was applied to these data. Independent variables were (1) sex of respondent--male or female, and (2) prior use of services provided by the Office of Student Affairs--yes or no. Respondent ratings of service quality completed the cells of the two-by-two matrix, as well as providing the dependent variables. The two-way analysis of variance is (1) sensitive to small differences, when such differences exist, and (2) robust with respect to the violation of methodological assumptions (equal-interval data, normal distribution, and homogeneity of variance).

The two-way analysis of variance procedure also permits use of the Eta Squared strength of association measure. For all significant findings Eta Squared were computed to estimate the variance in the dependent measure (respondent quality ratings) which is explained by each of the independent variables. A significance level of $p<.05$ was used as the criteria of rejection for the null hypotheses.

Chapter 4

RESULTS

The purpose of the research performed through this practicum was two-faceted, as follows:

1. First, the research was to develop empirical data reflecting the opinions and perceptions of the student population towards the Office of Student Affairs.

2. Second, the research was to evaluate the data collected with respect to the opinions and perceptions of the student population towards the Office of Student Affairs.

Through this identification and assessment of the evaluations of the student population towards services provided by the Office of Student Affairs, it was hoped that more effective service and implementation strategies could be formulated for the office. With more effective service and implementation strategies, it was hoped that adequate funding for the services would be more easily forthcoming.

In pursuing the practicum purpose, two hypotheses were formulated and tested. These hypotheses were formulated and tested in the null form, and they were stated as follows:

1. Hypothesis One: It is hypothesized that the overall quality of services provided by the Office of Student Affairs is not a function of:

a. The sex of student clients.

b. The prior use of student services by client receiving services.

2. Hypothesis Two: It is hypothesized that the quality of each of the 10 major services provided by the Office of Student Affairs is not a function of:

a. The sex of student clients.

b. The prior use of student services by clients receiving services.

The results of the research performed through this practicum are presented in this chapter. The results are presented separately for each of the two hypotheses tested.

Overall Evaluation of Services

Hypothesis number one held that the overall quality of services provided by the Office of Student Affairs was not a function of:

1. The sex of student clients.

2. The prior use of student services by client receiving services.

The data required for the testing of this hypothesis were collected through the responses to item number 11 on the survey questionnaire. Of the 307 respondents to the questionnaire, 162 were male, and 145 were female. All respondents had used one or more of the services provided by the Office of Student Affairs. Of the 162 male respondents, 42 were first time users of the services, while 120 had

previous experience with the services. Of the 145 female respondents, 28 were first time users, while 117 had previous experience with the services. The mean overall ratings by the student clients of the services provided by the office of Student Affairs are presented in Table 4.1 below.

Table 4.1

Overall Student Client Evaluations Classified by Sex and Prior Use Experience

Client Sex Classification	Prior Use of Services		Totals	Means
	Prior Use	First Time		
Male	3.250	3.400	6.650	3.3250
Female	3.520	3.600	7.120	3.5600
Totals	6.770	7.000	13.770	
Means	3.385	3.500		3.4425

As the data presented in Table 4.1 indicate, females tended to rate the services provided by the Office of Student Affairs higher than did males, and first time users of the services tended to rate them higher than did those users with prior experience. The results of the analysis of variance of these data are presented in Table 4.2, which may be found on the following page.

As the data presented in Table 4.2 indicate, the

Table 4.2

Two-Factor ANOVA: Overall Student Client Evaluations Classified by Sex and Prior Use Experience

Source of Variation	Sum of Squares	df	Mean Squares	F-Ratio
Experience	.0132	1	.0132	33.00*
Sex	.0552	1	.0552	138.00*
Residual	.0012	3	.0004	
	.0696	5		

* Significant at p .01.

evaluation differences based upon both the sex of the client and the prior experience of the client with the services provided by the Office of Student Affairs were statistically significant at p .01. Thus, both parts of hypothesis number one were rejected.

Evaluation of Specific Services

Hypothesis number two held that the quality of each of the 10 specific services provided by the Office of Student Affairs was not a function of:

1. The sex of student clients.
2. The prior use of student services by client receiving services.

The data required for the testing of this hypothesis

were collected through the responses to items number one through 10 on the survey questionnaire. Not all of the respondents had used all 10 of the services provided by the Office of Student Affairs. The level of use among the 307 respondents for each of the 10 services is presented in Table 4.3, below, and in Table 4.4, which may be found on the following page.

Table 4.3

Level of Use for Each of 10 Services Provided by the Office of Student Affairs Controlled by Sex

Service	Number of Users			Percent of Total
	Male	Female	Total	
Health	126	107	233	75.9
Career Counseling	76	77	153	49.8
Legal	29	27	56	18.2
Adult Re-entry	17	18	35	11.4
Leadership Development	25	29	54	17.6
Mentoring	15	29	44	14.3
Educational Support	58	54	112	36.5
Registration Information	88	106	194	63.2
Counseling	81	69	150	48.9
Educational Development	22	14	36	11.7
			307	

Table 4.4

Level of Use for Each of 10 Services Provided by the Office of Student Affairs Controlled by Prior Use Experience of Client

Service	Number of Users			Percent of Total
	Male	Female	Total	
Health	183	52	233	75.9
Career Counseling	99	54	153	49.8
Legal	29	27	56	18.2
Adult Re-entry	21	14	35	11.4
Leadership Development	29	25	54	17.6
Mentoring	26	16	44	14.3
Educational Support	59	53	112	36.5
Registration Information	127	57	194	63.2
Counseling	93	57	150	48.9
Educational Development	28	8	36	11.7
			307	

As the data presented in Tables 4.3 and 4.4 indicate, client use levels for some of the services were below those required for valid quantitative analysis (data from less than 30 respondents in at least one category of one of the two independent variables). Therefore, hypothesis number two was not tested with respect to the following services provided by the Office of Student Affairs: (1) legal services; (2) adult re-entry services;

(3) leadership development; (4) mentoring services; and (5) educational development services. The hypothesis was tested with respect to: (1) health services; (2) career counseling; (3) educational support services; (4) registration information services; and (5) counseling services. The results of these analyses are presented separately in the sections which follow.

Health Services

The mean ratings by student clients of the health services provided by the Office of Student Affairs are presented in Table 4.5, below. As the data presented in Table 4.5 indicate, females tended to rate the health services provided by the Office of Student Affairs higher than did males, and first time users of the services tended to rate them higher than did those users with prior

Table 4.5

Student Client Evaluations of Health Services Classified by Sex and Prior Use Experience

Client Sex Classification	Prior Use of Services		Totals	Means
	Prior Use	First Time		
Male	3.122	2.750	5.872	2.9360
Female	3.000	3.571	6.571	3.2855
Totals	6.122	6.321	12.443	
Means	3.0610	3.1605		3.1108

experience. The results of the analysis of variance of these data are presented in Table 4.6, below. As the data presented in Table 4.6 indicate, the evaluation differences

Table 4.6

Two-Factor ANOVA: Student Client Evaluations of Health Services Classified by Sex and Prior Use Experience

Source of Variation	Sum of Squares	df	Mean Squares	F-Ratio
Experience	.0099	1	.0099	.1336
Sex	.1221	1	.1221	1.6478
Residual	.2223	3	.0741	
	.3553	5		

based upon both the sex of the client and the prior experience of the client with the services provided by the Office of Student Affairs were not statistically significant at p .05. Thus, both parts of hypothesis number two were accepted with respect to the health services provided by the Office of Student Affairs.

Career Counseling

The mean ratings by student clients of the career counseling services provided by the Office of Student Affairs are presented in Table 4.7, on the following page. As the data presented in Table 4.7 indicate, females tended

Table 4.7

Student Client Evaluations of Career Counseling Services Classified by Sex and Prior Use Experience

Client Sex Classification	Prior Use of Services		Totals	Means
	Prior Use	First Time		
Male	3.571	2.000	5.571	2.7855
Female	3.750	3.000	6.750	3.3750
Totals	7.321	5.000	12.321	
Means	3.6605	2.5005		3.0803

to rate the career counseling services provided by the Office of Student Affairs higher than did males, and prior users of the services tended to rate them higher than did first time users. The results of the analysis of variance of these data are presented in Table 4.8, which may be found on the following page.

As the data presented in Table 4.8 indicate, the evaluation differences based upon the sex of the client were not statistically significant at $p<.05$. The evaluation differences based on the prior experience of the client with the services provided by the Office of Student Affairs were statistically significant at p .01, however. Thus part a. (sex) of hypothesis two was accepted while part b. (prior experience with the services) was rejected.

Table 4.8

Two-Factor ANOVA: Student Client Evaluations of Career Counseling Services Classified by Sex and Prior Use Experience

Source of Variation	Sum of Squares	df	Mean Squares	F-Ratio
Experience	1.3468	1	1.3468	23.96*
Sex	.3475	1	.3475	6.18
Residual	.1685	3	.0562	
	1.8628	5		

* Significant at p .01.

Educational Support

The mean ratings by student clients of the educational support services provided by the Office of Student Affairs are presented in Table 4.9, which may be found on the following page. As the data presented in Table 4.9 indicate, males tended to rate the educational support services provided by the Office of Student Affairs higher than did females, and prior users of the services tended to rate them higher than did first time users. The results of the analysis of variance of these data are presented in Table 4.10, which may be found on the following page. As the data presented in Table 4.10 indicate, the evaluation differences based upon the sex of the client were statistically significant at p .05, and the evaluation

Table 4.9

Student Client Evaluations of Educational Support Services Classified by Sex and Prior Use Experience

Client Sex Classification	Prior Use of Services		Totals	Means
	Prior Use	First Time		
Male	4.100	3.000	7.100	3.5500
Female	3.800	2.780	6.580	3.2900
Totals	7.900	5.780	13.680	
Means	3.950	2.890		3.4200

Table 4.10

Two Factor ANOVA: Student Client Evaluations of Educational Support Services Classified by Sex and Prior Use Experience

Source of Variation	Sum of Squares	df	Mean Squares	F-Ratio
Experience	1.1236	1	1.1236	2224.7*
Sex	.0042	1	.0042	8.4ˆ
Residual	.0016	3	.0005	
	1.1294	5		

* Significant at p .0001.

ˆ Significant at p .05.

differences based on the prior experience of the client with the services provided by the Office of Student Affairs were statistically significant at p .0001. Thus, both parts of hypothesis number two were rejected with respect to educational support services.

Registration Information

The mean ratings by student clients of the registration information services provided by the Office of Student Affairs are presented in Table 4.11, which may be found on the following page. As the data presented in Table 4.11 indicate, males tended to rate the registration information services provided by the Office of Student Affairs higher than did females, and first time users of the services tended to rate them higher than did those who had used the services previously. It is interesting to note, however, that female first time users rated the services lower than did female prior users, and that, among those having used the services previously, females rated the services higher than did males.

The results of the analysis of variance of these data are presented in Table 4.12, which may be found on the following page. As the data presented in Table 4.12 indicate, the evaluation differences based upon both the sex of the client and the prior experience of the client with the services provided by the Office of Student Affairs were not statistically significant at $p<.05$. Thus both parts of hypothesis number two were accepted with respect to

registration information services.

Table 4.11

Student Client Evaluations of Registration Information Services Classified by Sex and Prior Use Experience

Client Sex Classification	Prior Use of Services: Prior Use	Prior Use of Services: First Time	Totals	Means
Male	2.778	4.333	7.111	3.5555
Female	3.846	3.500	7.346	3.6730
Totals	6.624	7.833	14.457	
Means	3.312	3.9165		3.6143

Table 4.12

Two Factor ANOVA: Student Client Evaluations of Registration Information Services Classified by Sex and Prior Use Experience

Source of Variation	Sum of Squares	df	Mean Squares	F-Ratio
Experience	.3655	1	.3655	1.2139
Sex	.0138	1	.0138	.0458
Residual	.9033	3	.3011	
	1.2826	5		

Counseling Services

The mean ratings by student clients of the counseling services provided by the Office of Student Affairs are presented in Table 4.13, which may be found below. As the data presented in Table 4.13 indicate, females tended to rate the counseling services provided by the Office of Student Affairs higher than did males, and first time users of the services tended to rate them higher than did those who had used the services previously.

Table 4.13

Student Client Evaluations of Counseling Services Classified by Sex and Prior Use Experience

Client Sex Classification	Prior Use of Services		Totals	Means
	Prior Use	First Time		
Male	2.950	3.000	5.950	2.9750
Female	3.227	3.282	6.509	3.2545
Totals	6.177	6.282	12.459	
Means	3.0885	3.141		3.1148

The results of the analysis of variance of these data are presented in Table 4.14 on the following page. As the data presented in Table 4.14 indicate, the evaluation differences based upon both the sex of the client and the

prior experience of the client with the services provided by the office of Student Affairs were statistically significant at p .0001. Thus, both parts of hypothesis number two were rejected with respect to counseling services.

Table 4.14

Two Factor ANOVA: Student Client Evaluations of Counseling Services Classified by Sex and Prior Use Experience

Source of Variation	Sum of Squares	df	Mean Squares	F-Ratio
Experience	.0028	1	.0028	400.0*
Sex	.0782	1	.0782	39100*
Residual	.000007	3	.000002	
	.081007	5		

* Significant at p .0001.

Summary

For the most part, the statistical analyses rejected the hypotheses holding that student evaluations of services provided by the Office of Student Affairs were not related to either (1) the sex of the student, or (2) prior experience by the student with the services provided by the office. Hypothesis one, which was concerned with an overall evaluation of the services offered by the Office of Student Affairs, was rejected with respect to both the sex of the

student client and the prior experience factor. In the overall evaluations, female clients rated the services higher than did male clients, and first-time clients rated the services higher than did those who had prior experience with the services.

Hypothesis two concerned evaluations of the specific services offered by the Office of Student Affairs. The hypothesis was tested with respect to five of the 10 services offered. The hypothesis was accepted with respect to health services and registration information services, in connection with both the sex of the client and the prior experience factor. The hypothesis was rejected with respect to both educational support services and counseling services. Female clients rated each of the services higher than did males, and those clients with prior experience with the services rated them higher than did first-time users. In the case of career counseling services, the hypothesis was accepted with respect to the sex of clients, but it was rejected with respect to the prior experience factor. Clients with prior experience with the services rated them higher than did first-time users.

It is significant to note that for all services except health services prior users of the services rated them higher than did first-time users. It was just the reverse for health services. This reversal in evaluations with respect to health services likely accounts for the fact that first-time users also provided overall ratings higher

than did those with prior experience with the services, as a far greater proportion of the sample (75.8 percent) used health services than any other (mean for others--30.2 percent).

Chapter 5

RECOMMENDATIONS

The research found that one-half of the services offered by the Office of Student Affairs were very lightly used. Legal services, adult re-entry services, leadership development services, mentoring services, and educational development services were all used by less than 20 percent of the research sample. Therefore, it is recommended that:

1. Each of these five services be evaluated with a view towards determining the desirability of its retention.

2. If, upon evaluation, it is determined that a specific service should be retained, it is further recommended that the availability and nature of the service be adequately publicized throughout the student population.

Generally, it was found that female student clients rated the services higher than did male student clients. Therefore, it is recommended that:

1. An evaluation of each of the individual services offered by the Office of Student Affairs (with the exception of health services) be conducted to determine if the service is structured with a bias against males.

2. An evaluation of each of the individual services offered by the Office of Student Affairs (with the exception of health services) be conducted to determine if those individuals delivering the services are consciously or

unconsciously biased against males in the performance of their official duties and responsibilities.

With respect to experience with the services offered by the Office of Student Affairs, it was found that, with the exception of health services, prior users rated the services higher than did first-time users. This finding may also be related to the low use factor for many of the services (health services were used by 75.8 percent of the sample, and registration information services were used by 63.2 percent of the sample; no other service was used by more than 49.8 percent of the sample). Therefore, it is recommended that the Office of Student Affairs review its operating policies with a view in mind of making the initial visit by a student client for any specific service a positive experience.

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